

DOCUMENT RESUME

ED 418 349

CG 028 368

AUTHOR Etaugh, Claire; Cohen, Joseph; Hill, Myra
TITLE Day Care and Maternal Employment in 1990's Introductory
 Psychology Textbooks.
PUB DATE 1997-08-15
NOTE 7p.; Paper presented at the Annual Meeting of the American
 Psychological Association (105th, Chicago, IL, August 15-19,
 1997).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Day Care; Early Childhood Education; Employed Parents;
 *Family Work Relationship; Higher Education; *Mothers;
 *Psychology; *Textbook Content

ABSTRACT

One of the most striking societal changes in recent years is the increasing participation of mothers in the labor force. Since college-educated mothers are especially likely to work, a potentially important source of information about the effects of maternal employment is the introductory psychology course. To study the features of mothers in the work place, 28 introductory psychology texts, published from 1992-1997, were analyzed for inclusion and treatment of the effects of day care and maternal employment on children. Two-thirds of the books mentioned these topics, compared with only half of textbooks published from 1981 to 1990. Although texts published from 1992 to 1997 devoted more attention to these topics than did earlier books, coverage still remained limited. Only nine references were cited by four or more texts. The latter texts were less likely than earlier ones to express positive news about day care and maternal employment and were more likely to present evenly balanced views. More recent texts focused less on whether day care/maternal employment is "good" or "bad," and more on the variables that mediate the effects of maternal employment and day care. (EMK)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Abstract

Day Care and Maternal Employment in 1990's Introductory Psychology Textbooks

**Claire Etaugh, Joseph Cohen and Myra Hill
Bradley University, Peoria, IL**

Twenty-eight introductory psychology texts published from 1992-1997 were analyzed for inclusion and treatment of the effects of day care and maternal employment on children. Two-thirds of the books mentioned these topics, compared with only half of 1980-1991 textbooks. While 1990's texts devoted more attention to those topics than earlier books, coverage remained limited. The number of references cited increased in the 1990's books. Only nine references were cited by four or more texts. 1990's texts were less likely than earlier ones to express positive news about day care and maternal employment and were more likely to present evenly balanced views.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
 Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

C. Etaugh

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Presented at the meeting of the

American Psychological Association, Chicago, August 1997

One of the most striking societal changes in recent years is the increasing participation of mothers in the labor force. Approximately 75% of married women with school age children and 60% of those with preschoolers are employed (U.S. Bureau of the Census, 1994). College-educated mothers are especially likely to work. Given these demographics, knowledge of the impact of maternal employment on children has great relevance for college students.

A potentially important source of information about the effects of maternal employment is the introductory psychology course, one of the most highly enrolled undergraduate courses. Introductory psychology textbooks can play a major role in conveying facts and attitudes about maternal employment to students.

Consequently, Etaugh, Selchow and Massey (1993) examined the treatment of maternal employment and day care in introductory psychology textbooks published between 1970-1991. They found a dramatic increase in coverage of these topics over the 22-year period. There was virtually no coverage in the 1970's but about half the books from 1980-1991 mentioned the topics. The effects of day care and maternal employment were viewed more positively in 1986-1991 books than in texts published in 1980-1985. More recent debates about the effects of day care (e.g., Belsky, 1988, Clarke-Stewart, 1989) began to appear in some of the 1990 and 1991 texts, raising the question of whether textbooks of the early to mid-1990's have changed their views about day care and maternal employment. Therefore, the present study examined the treatment of day care and maternal employment in introductory psychology texts published in 1992-1997.

Method

Twenty-eight introductory psychology textbooks published between 1992 and 1997 were sampled. Two-thirds (19 of 28) texts mentioned the targeted topics, compared with only half of 1980-1991 textbooks. The following four measures were recorded independently by two raters for each text: a) number of pages and number of lines devoted to day and maternal employment; b) number of times a given reference was cited, along with its currency; c) number of times a given author was cited; d) rating of the text's evaluation of the effects of maternal employment and/or day care on children as being either 1) totally negative; 2) mostly negative; 3) evenly balanced between positive and negative; 4) absent; 5) mostly positive; or 6) totally positive. Interrater reliability for the four measures ranged from 89 to 100%. Differences between raters were resolved through recalculation and discussion.

Results and Discussion

While 1992-1997 texts gave more attention to maternal employment and day care than 1980-1991 texts, coverage remained limited. 1992-1997 texts devoted an average of 54.8 lines to these topics, compared with 46.9 lines in 1980-1991 books. The mean number of maternal employment and day care references increased from 5.4 in 1980-1991 to 8.8 in 1992-1997. However, only half of the 1992-1997 texts cited references that were no more than six years old, compared to 60% of the 1980-1991 texts. No single reference was cited extensively. Only nine references out of 102 were cited in four or more texts (Belsky, 1988; Belsky & Rovine, 1988; Clarke-Stewart, 1989; Field, 1991; Hoffman, 1989; Lamb & Sternberg, 1990; Scarr & Eisenberg, 1993; Scarr, Phillips, & McCartney, 1990;

Silverstein, 1991). The most frequently cited author, Belsky, appeared in 16 of the 19 texts; followed by Clarke-Stewart (12) and Scarr (11).

In 1992-1997 texts, attitudes toward employed mothers and day care became more evenly balanced than in 1980-1991 books and were more likely to conclude that day care and maternal employment per se have no effects on children. The percentage of 1992-1997 books expressing a mostly or totally positive view dropped to 21% from 57% in 1980-1991 texts. The 1992-1997 texts focused less in whether day care/maternal employment is "good" or "bad", and more on the variables that mediate the effects of maternal employment and day care. This shift in viewpoint is discussed in light of recent empirical research on the effects of maternal employment and day care.

References

Belsky, J. (1988). The "effects" of infant day care reconsidered. Infant Day Care, Early Childhood Research Quarterly (Special Issue) 3:235-272.

Belsky, J., & Rovine, M. (1988). Non-maternal care in the first year of life and infant-parent attachment security. Child Development, 59, 157-167.

Clarke-Stewart, A. (1989). Infant day care: Malignant or malignant? American Psychologist, 44, 266-273.

Etaugh., C., Massey, M., & Selchow, K. (1993, March). Effects of maternal employment and day care: The view from introductory psychology textbooks. Paper presented at the meeting of the Society for Research in Child Development, New Orleans, L.A.

Field, T. (1991). Quality infant day-care and grades, school behavior and performance. Child Development, 62, 863-870.

Hoffman, L.W. (1989). Effects of maternal employment in the two-parent family. American Psychologist, 44, 283-292.

Lamb, M.E., & Sternberg, K.J. (1990). Some thoughts about infant day care. Research and Clinical Center for Child Development, March (No. 12), 71-77.

Scarr., S., & Eisenberg, M. (1993). Child care research: Issues, perspectives, and results. Annual Review of Psychology, 44, 613-644.

Scarr, S., Phillips, D., & McCartney, K. (1990). Facts, fantasies and the future of child care in the United States. Psychological Science, 1, 26-35.

Silverstein, L.B. (1991). Transforming the debate about child care and maternal employment. American Psychologist, 46, 1025-1032.

U.S. Bureau of the Census (1994). Statistical abstract of the United States (114th ed.). Washington, D.C.: U.S. Government Printing Office.

TABLE 1

Percentage and number of textbooks expressing various views about effects of day care and/or maternal employment on children.

Effects	1980-1985*		1986-1991		1992-1997	
	%	n	%	n	%	n
Negative; nothing positive mentioned	0.0	0	0.0	0	0.0	0
Mostly negative; some positive mentioned	25.0	2	5.0	1	5.3	1
Evenly balanced between positive and negative	12.5	1	35.0	7	47.4	9
No effects	12.5	1	0.0	0	26.3	5
Mostly positive; some negative mentioned	37.5	3	50.0	10	15.8	3
Positive; nothing negative mentioned	12.5	1	10.0	2	5.3	1
Total	100	8	100	20	100	19

*Includes Hilgard (1975)



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

ERIC®

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: *Day Care and Maternal Employment in 1990's
Introductory Psychology Textbooks*

Author(s): *Claire Ettaugh, Joseph Cohen, and Myra Hill*

Corporate Source:

American Psychological Association

Publication Date:
1997

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

The sample sticker shown below will be
affixed to all Level 1 documents

Check here

The sample sticker shown below will be
affixed to all Level 2 documents

Check here

For Level 1 Release:
Permitting reproduction in
microfiche (4" x 6" film) or
other ERIC archival media
(e.g., electronic or optical)
and paper copy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS
MATERIAL IN OTHER THAN PAPER
COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Level 1

Level 2

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign
here→
please

Signature:
Claire A. Ettaugh

Printed Name/Position/Title:

*Claire A. Ettaugh
Professor of Psychology*

Organization/Address:
*Bradley University
1501 W. Bradley Ave.
Penna IL 61625*

Telephone:

309-677-2380

FAX:

309-677-2815

E-Mail Address:

cettaugh@bradley.edu

Date:

3/20/98



COUNSELING AND STUDENT SERVICES CLEARINGHOUSE

Dear 1997 APA Presenter:

The ERIC Clearinghouse on Counseling and Student Services invites you to contribute to the ERIC database by providing us with a written copy of the presentation you made at the American Psychological Association's 105th Annual Convention in Chicago August 15-19, 1997. Papers presented at professional conferences represent a significant source of educational material for the ERIC system. We don't charge a fee for adding a document to the ERIC database, and authors keep the copyrights.

As you may know, ERIC is the largest and most searched education database in the world. Documents accepted by ERIC appear in the abstract journal Resources in Education (RIE) and are announced to several thousand organizations. The inclusion of your work makes it readily available to other researchers, counselors, and educators; provides a permanent archive; and enhances the quality of RIE. Your contribution will be accessible through the printed and electronic versions of RIE, through microfiche collections that are housed at libraries around the country and the world, and through the ERIC Document Reproduction Service (EDRS). By contributing your document to the ERIC system, you participate in building an international resource for educational information. In addition, your paper may be listed for publication credit on your academic vita.

To submit your document to ERIC/CASS for review and possible inclusion in the ERIC database, please send the following to the address on this letterhead:

- (1) Two (2) laser print copies of the paper,
- (2) A signed reproduction release form (see back of letter), and
- (3) A 200-word abstract (optional)

Documents are reviewed for contribution to education, timeliness, relevance, methodology, effectiveness of presentation, and reproduction quality. Previously published materials in copyrighted journals or books are not usually accepted because of Copyright Law, but authors may later publish documents which have been acquired by ERIC. However, should you wish to publish your document with a scholarly journal in the future, please contact the appropriate journal editor prior to submitting your document to ERIC. It is possible that some editors will consider even a microfiche copy of your work as "published" and thus will not accept your submission. In the case of "draft" versions, or preliminary research in your area of expertise, it would be prudent to inquire as to what extent the percentage of duplication will effect future publication of your work. Finally, please feel free to copy the reproduction release for future or additional submissions.

Sincerely,

Jillian Barr Joncas
Jillian Barr Joncas

Assistant Director for Acquisitions and Outreach

School of Education
201 Ferguson Building P.O. Box 26171
University of North Carolina at Greensboro
Greensboro, NC 27402-6171
800/414.9769
910/334.4114
FAX: 910/334.4116
e-mail: ericcas2@dewey.uncg.edu

